**St. Mary’s Primary School – How do we teach PHSE and RSE**

**Intent:**

At St. Mary’s Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education are central to our school’s ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Effective Relationship and Sex Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. RSE is concerned with helping and supporting young people through their physical, emotional and moral development. In the early years it will focus on friendship, bullying and building self-esteem. This will progressively move towards the explanation of puberty and how we change as we grow up, both physically and emotionally, and how life is created through God’s loving plan.

The overarching aim for PSHE education is to provide pupils with:

• Accurate and relevant knowledge.

• Opportunities to turn that knowledge into personal understanding.

• Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.

• The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

**Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

**Implementation:**

The Government’s review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory; the DfE has, however, stated in the National Curriculum Framework that ‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. However, the Government has since decided that from September 2020 RSE (Relationships and Sex Education) will be compulsory in all Primary schools.(Parents will still have the opportunity to withdraw their child from SE if they wish to do so) In the absence of a government programme of study we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today’s changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children’s spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

**Emotional Wellbeing:**

At *St. Mary’s Primary School*, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

**Teaching & Learning:**

As a health promoting school our culture places teaching and learning in the wider context of the schools’ approach to:

• Leadership, management and managing change

• Policy development

• Learning and teaching, curriculum planning and resourcing

• School ethos, culture, environment and SMSC development

• Giving children a voice

• Provision of support services for pupils

• Staff continuing professional development (CPD), health and wellbeing

• Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils’ health and wellbeing

• Recording and monitoring impact and outcomes.

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

**Impact:**

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

• Assemblies of Celebration

• Circle time

• Sports clubs and participating in inter-school and county tournaments & competitions

• Drama and music activities and productions

• Residential visits and day trips

• Clubs - singing, drama, art & craft, mindfulness, first aid, yoga & active citizens

• Social and fund raising events

• Theme days/events, for example World Book Day, Subject days

• Mini enterprise projects

• Charity events

• Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Council, PE & Sports Council, Safeguarding Council & Peer Mentors

**Early Years Foundation Stage:**

Personal social and emotional development in the EYFS. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

**Special Educational Needs:**

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

**Spiritual, Moral, Social & Cultural Development:**

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

• Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.

• A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.

• A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

• Children’s knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

• How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Teachers assess children’s work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child’s annual school report.

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